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ABSTRACT

This report outlines proposed revisions of state educational priorities and expectations for student performance and requirements for school compliance. The proposed Regents goals for students include skills and characteristics to be acquired, and the action plan focuses on aspects of the instructional program including required courses, content requirements, examinations, personnel standards, and school and district procedures. Summary charts compare existing requirements with proposed changes including a school year extension of 20 days, an entry examination for teachers, and state syllabi as minimum content for all courses. Among proposed elementary school requirements are foreign language proficiency by grade 9, interdisciplinary projects, and computer literacy instruction. Proposed secondary changes include minimum time requirements for academic subjects, mandatory courses in career awareness and art or music, and stiffer testing and graduation requirements. Generic changes in instructional focus and additional proposed actions to upgrade personnel, instructional program organization within and among schools, school finance, relationships of schools to higher education, the school-family relationship, and community and business participation are noted. Among appendixes are an implementation schedule, an explanation of a proposed annual assessment report of examination performance, and a summary of proposed revisions in the examination schedule. (MJL)

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ED238168

PROPOSED ACTION PLAN TO IMPROVE

ELEMENTARY AND SECONDARY EDUCATION RESULTS IN NEW YORK

August 1983

The Board of Regents voted unanimously on Friday, July 29, 1983, to authorize distribution of this proposed Action Plan for review and comment prior to final board action in early 1984. This Action Plan will be the subject of the ten Regents/Commissioner Regional Conferences in the Fall of 1983.

NEW YORK
1784 1984
THE STATE OF LEARNING

EA 016 266

Revised October 11, 1983

PROPOSED ACTION PLAN TO IMPROVE ELEMENTARY AND SECONDARY EDUCATION RESULTS IN NEW YORK

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Call to Action

Elementary and secondary education is a primary responsibility of the State. The State, therefore, has responsibility to set expectations for learning. This is not just a matter of passing rules and making laws but providing the judgments which guide children and adults to learn what is most worth doing.

Expectations for educational performance have changed significantly through the history of our State. As we assess our goals now, it is appropriate to recall our State motto -- "Excelsior." The motto translates to a call "Ever Upward."

Many factors influence decisions on educational standards. These include: the demand on each person to understand and use more complex knowledge; the need to increase our society's capacity to govern itself under the principles of a free, democratic republic with the awful tension between preparing for long-term objectives and living with potential split-second decisions which may mean the difference between life and death on this globe; the demand for strengthening connections among people of many backgrounds within the State and with people all over this world; and the importance of relating new knowledge, discovery and invention and the development of skills to the economic potential of our society.

We are concerned also about expectations for education to provide for the sheer joy of discovery and learning; the nurture of care or concern for the uniqueness and talent of other people; the stimulation of community purpose and spirit; and, the development of each person's sense of confidence, self-esteem and stake in the meaning of life, liberty and the pursuit of happiness.

Our challenge is to assess these pressures and demands and translate them to statements of goals for education. In turn, we must make these goals manifest for millions of children and adults, and hundreds of thousands of teachers in thousands of schools of varied size and character.

This Action Plan is addressed to that task. It is built upon an extensive, one-year review and appraisal of existent goals and on assessment of the most important priorities to address for the future. It focuses on purposes of education, all stated in terms of student performance. It is a framework with which we hope each student, teacher, board member, administrator, parent or other participant in education in New York can find better clarity of expectation and common purpose for more effective achievement. The Plan increases substantially requirements for elementary and secondary education. It does so with the dual objective that as we raise objectives, we continue to assure access to educational opportunity for those who may need special help, extra time, particular assistance or patient help to realize their full potential.

The unique American experience couples a drive for excellence with a recognition of diverse needs and provision of opportunity for all. The means to realize that experience is education. Whether it is realized depends upon the effectiveness and persuasiveness of this Action Plan which calls for both a commitment to increased expectations and standards and a greater public commitment of resources to realize new goals.

Foundation for Progress - Actions Since 1977

During the past six years, the Board of Regents and the Education Department have placed a strong emphasis on raising standards and expectations for performance in

elementary and secondary schools. This emphasis on improving the quality of results has been accompanied by efforts to ensure equal access through special assistance to those in need. We have taken action in eight ways:

First, building on the century long experience of statewide Regents examinations, we have established the Regents Competency Testing Program to ensure a minimum level of performance in reading, writing, and mathematics for each candidate for a diploma from a public or nonpublic secondary school in New York. The standards of these tests for a diploma are the highest yet established in the nation. The program provides a recognition of special needs by including alternative procedures to enable children with handicapping conditions and children with limited English proficiency to demonstrate their competence to meet State standards.

Second, through Commissioner's Regulations, we have established specific requirements for schools and school districts to assist those students scoring below State reference points on the pupil examination program and preliminary competency tests. These pupils with special needs must be provided remedial programs with the objective that the students be prepared to meet the standards successfully at the time of the next State test level. Targeted State aid supports this remedial work.

Third, the Education Department and Regents have strengthened the long established process for preparing statewide syllabi and curriculum materials for elementary and secondary school courses. The Department is reviewing all curricula -- with the help of teachers and administrators -under a systematic plan providing for regular revision matched to priority requirements.

Fourth, through the use of Commissioner's Regulations, we have strengthened requirements for performance of the secondary schools. New requirements have been placed on the schools to ensure certain levels of student performance. As a condition for registration each school must meet a minimum percentage of twelfth graders who pass Regents competency examinations and meet a minimum retention rate for secondary school students from grades nine through twelve.

Fifth, we are implementing a new requirement for statewide entry-level examination for personnel who plan to teach in New York State. We have advanced for legislative and budgetary support a series of proposals that would enhance teaching through internships, in-service education, local personnel evaluation and recruitment and training subsidies, particularly in the fields of mathematics and science.

Sixth, we have advanced to the Governor and the State Legislature recommendations for substantial increase in State funding of education to realize greater equity in the distribution of funds and to increase general support for education.

Seventh, we have revised requirements for guidance services to provide a continuity of programs for elementary and secondary school years.

Eighth, we have reformed our State Education Department services and assistance to local school districts through the Resource Allocation Plan (RAP). We now concentrate Department resources on those schools most in need of assistance and work in a cooperative team effort with them to plan and implement long-term change on a school building-by-building level.

Throughout New York schools these efforts have resulted in a much greater focus of curriculum and support service on foundation skills. In turn, the result has been a six-year

increase in pupil performance in the elementary years. Test scores in reading and mathematics in the third and the sixth grades have increased steadily. Test results for those taking the Regents competency tests at the secondary level have been generally satisfactory. Students, teachers and the school systems have risen to the level of expectation of these examinations and produced better results.

In just the past three years, the Regents and the Department have undertaken several important policy reviews. These include the review of Education for Civic Values; Education for a Global Perspective; Integrating the Arts into Education; review and change of physical education regulations; review and change of guidance requirements; and, revision of the curriculum and syllabi in many subject areas. The Regents Elementary, Secondary and Continuing Education Committee has systematically reviewed various subject areas, and different Department services and programs that are State and/or Federally funded.

Very significant problems in education continue and, therefore, increased focus and action is needed as set forth in this Plan.

Special Characteristics of Elementary and Secondary Education in New York

This Plan is built on certain strengths existent in New York State's educational system and, in some cases, unique to our system.

1. New York has a strong complementary relationship between State authority and local school or school district operation. Within general State authority, there is considerable opportunity for local flexibility and discretion. This provides for local choice, regional differentiation in program, and experimentation and competition which leads to increased capability and more effective approaches to education. The Plan continues this complementary relationship.

2. New York has a unique system of both public and nonpublic schools all under the aegis of the Regents and State Education Department. Every student in the State, therefore, has an assurance of State quality control in education. The State sets standards and examinations for the high school diploma for both public and nonpublic schools, although certification is not a requirement for nonpublic school teachers. Local school boards have a responsibility to ensure that each pupil in nonpublic schools has an "equivalency of instruction." The changes in instructional requirements in the Plan apply generally to students in both public and non-public schools.

3. New York has a well established system of State authority to set educational program objectives, curriculum guidelines and syllabi, and examinations. Perhaps most unique in New York is the century old system of statewide examinations at both the elementary and secondary education levels which provides both quality control on schools or school systems and establishes standards for individual pupil performance. The Plan strengthens the State curriculum requirements and examination program.

4. New York has an established pattern of State high school diploma requirements which provides for a local high school diploma with additional requirements for candidates for the Regents diploma. The Plan continues provisions for both the local and Regents high school diplomas.

5. New York has a highly experienced and trained teaching force. Both levels of experience and training have increased substantially in the last decade.

6. New York has a long tradition of innovation in educational practice. This tradition may be seen in the establishment of programs such as the alternative testing techniques for the handicapped and children with limited English proficiency, external high school diploma, general education diploma, and the Regents External Degree at the postsecondary level. In each of these innovations the State standards for educational results have been maintained while students have been provided flexibility in obtaining the results. The focus and controls have been on results not techniques; ends not means. In that same tradition the Regents invite innovation from schools and school districts related to the provisions of the Action Plan. A major problem is to develop approaches to reduce high school dropouts or attract dropouts to return to school. Alternative schools, and other innovative patterns of education which combine school and business, college or community resources, are needed. An invitation to waive any State regulations where innovation may require such is provided in this Plan.

Regents Goals and Actions Project

In early 1982, the Regents and Department initiated a major review of current Regents goals for elementary and secondary education, last stated in 1974, and the current status of education in New York. The project provides a framework for the several policy reviews to be drawn together into a major plan for action for elementary and secondary education in the coming decades.

Assessing and Revising the 1974 Goals Statement. The first year of the Regents project concentrated on two tasks: assessing the extent to which the Regents Goals were being achieved and establishing a sense of which aspects of the Regents Goals should receive the greatest priority over the next decade. In the fall of 1982 more than 4,000 participants attended 10 conferences throughout New York to address these tasks. Participants in the 1982 Regents/Commissioner's Regional Conferences provided the information which helped to identify the need for priority attention in the next decade to basic skills, essential academic subjects, and the subgoals of thinking logically and creatively, learning to respect and accept civic values, and development of self-esteem.

The Regents Goals Statement is revised to clarify intent and priority and to enable a more direct connection between the Goals Statement and action in the schools. It provides the basis for the Regents "Action Plan to Improve Educational Results in New York." Increases in course requirements in mathematics, science, foreign languages, and social studies and the arts, which are in the "Action Plan" reflect both priority for these subjects or their components (e.g., reading and writing as components of English and "knowledge of other social, cultural, and ethnic groups" as components of social studies) and also reflect increased emphasis, which additional courses in these subjects will permit, on "thinking logically" and "problem defining and solving skills."

State curriculum development efforts described in the Action Plan are related directly to the new Goals Statement. For instance, curriculum development in social studies will strengthen the focus on "respect for law, others, self, and property," and "acquisition of the values of civic responsibility." The revised English curricula will expand activities for logical and creative thinking as well as "speaking and listening." The "interdisciplinary projects" proposed in the Action Plan for all students in grades 3-12 will provide opportunities to integrate knowledge and skills from different subjects. These projects will be directed toward subgoals such as "acquiring and using information stored in print and electronic form," "development of a sense of self-esteem," and "development of work skills and habits." Our curriculum development efforts will address these competencies as well as knowledge.

The first year of our project has led to a revised statement of Regents goals. This is a "working" statement which underpins the proposed Action Plan. Although the goals are numbered for purposes of reference, they are not stated in a rank order of priority. Just as the proposed Action Plan is under review, so is the revised goals statement. The final statement will be approved at the same time final action is taken on the Plan.

The Revised Regents Goals Statement follows.

PROPOSED STATEMENT OF REGENTS

ELEMENTARY AND SECONDARY GOALS FOR STUDENTS - 1983

The Regents Statement of Goals for students includes skills and characteristics which each student should acquire through education. Responsibility for education is shared by the family, schools and other organizations in each community. The Regents goals can be realized only through a concerted effort by all of these. The proposed Action Plan to Improve Elementary and Secondary Education Results in New York focuses on the actions schools can and must take to help students meet these goals.

1. Each student will master communication and computation skills as a foundation to:

   1.1 Think logically and creatively.

   1.2 Apply reasoning skills to issues and problems.

   1.3 Comprehend written, spoken and visual presentations in various media.

   1.4 Speak, listen to, read and write clearly and effectively in English.

   1.5 Perform basic mathematical calculations.

   1.6 Speak, listen to, read and write at least one language other than English.

   1.7 Use current and developing technologies for academic and occupational pursuits.

   1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

   2.1 English language and literature.

   2.2 History and social sciences.

   2.3 Mathematics

   2.4 Natural Sciences.

   2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

   3.1 Ways to develop knowledge and appreciation of the arts.

3.2 Aesthetic judgements and the ability to apply them to works of art.

3.3 Ability to use cultural resources of museums, libraries, theater, historic sites and performing arts groups.

3.4 Ability to produce or perform works in at least one major art form.

3.5 Materials, media and history of major art forms.

3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

4.1 Knowledge of American political, economic and social processes and policies at national, state and local levels.

4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and, understanding of the international interdependence of political, economic, social, cultural and environmental systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality and majority rule with respect for minority rights.

5.2 Respect for self, others and property as integral to a self-governing, democratic society.

5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand, respect and accept people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes and work habits, and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills, and attitudes which enable development of:

9.1 Self-esteem.

9.2 The ability to maintain physical, mental and emotional health.

9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies; synthesizing new knowledge and experience with the known; and refining the ability to judge.

Action Plan - Focus on Expectation for Student Performance

This plan focuses on the goals or purposes of education--the results expected for student performance. Concentration, therefore, is on the instructional program and instructional requirements. The proposed actions go beyond standards already established to set expectations and requirements which will motivate each student toward a higher level of performance of quality commensurate with the student's interests and capacity.

Principles. Instructional requirements are generally established for groups or classes of students. This is true for the proposals in this Plan. The Plan, however, offers, substantial flexibility to provide for an individual program for each student. The following principles are incorporated:

1. We must place more emphasis on individual challenge or expectation. Standards must be raised with the sensitivity that requires *and realizes* greater performance from those who are capable, without the result of early screening-out of those who may need greater time or effort to reach their full levels of competence.

2. We must avoid tracking students *out* of opportunities. We must not create additional specialty diplomas or tracks of programs which stymie transfers to different concentrations in the latter part of secondary education or preclude entry to appropriate postsecondary education.

3. We must ensure that the overall set of requirements can accommodate the pace which each student needs to complete high school diploma requirements including the special needs of students who are handicapped or who have limited English proficiency. A student who is advancing rapidly in the elementary grades should have the opportunity in the secondary level program to continue that acceleration with the option to complete the diploma earlier than the regularly scheduled twelfth year. This student should be able to either continue studies in advanced placement work or other courses in the twelfth grade at school or proceed to employment or to college admission. Other students who may need additional time to complete high school level studies must be provided the opportunity for their pace.

4. We must consider initial high school requirements and programs as related to a later return to learning for purposes of employment, personal growth, family or civic responsibility. The rapid increase in knowledge and the change of technologies mean that completion of high school level study cannot be considered the completion of formal education, as was the case for many earlier in our history.

Instructional Requirements. There are five types of action that can be taken at the State level to increase instructional requirements: course requirements, content requirements within courses and objectives, examinations, standards for educational personnel, and procedures to be followed by local school districts or schools.

All five of these types of actions are currently in place in New York, although the requirements are not uniform for various subjects or parts of the curriculum. Some examples will indicate what is meant by each of the categories and will illustrate the variety of use for these provisions.

1. Course requirements are established to ensure that certain subjects are learned as a condition of receiving a high school diploma. Each diploma recipient shall have completed x numbers of years of study of English or of mathematics.

2. Content/objectives of specific courses is set forth in Department syllabi such as the syllabus for mathematics K-6 which was revised in 1980. They include both subject matters and skills or competencies.

3. Examinations are of three types - Regents examinations, Regents competency tests and Pupil Evaluation Program (PEP) tests. These are used for determination of credit toward a diploma or, in the case of PEP tests, as a determinant of the need for remedial services. Both knowledge of subjects and competencies are examined in the various tests.

4. Standards for educational personnel are set forth in certification requirements. These standards provide minimum qualifications for entry level into teaching.

5. Procedures for local school districts or schools are represented in a requirement that a school district have a plan for guidance services as recently authorized by the Regents in Commissioner's Regulations.

In the following charts summarizing Instructional Requirements, we recommend the key changes in the Action Plan. Two columns are shown: Current and Proposed Additions or Revisions. The first set of charts is for Grades K-6; the second set is for grades 7-12. The column labeled "Proposed Additions or Revisions" includes only the changes recommended. All current requirements would be continued, unless there is a specific note to discontinue or change. All proposed changes can be made by action of the Board of Regents and Education Department except those notified with the identifer (LEG) which indicates that legislative action would be necessary.

In this Plan any additional action is built on the strengths already developed and on the experience we have had with different techniques for change. Our intention is to establish requirements or recommendations that penetrate through the entire system so that there is a genuine improvement in any classroom where needed. To ensure that intention is realized, a heavy emphasis is placed on the procedures to be used for making change occur as well as the substantive laws, rules or regulations which must be changed.

The Summary Instructional Requirement Charts for K-6 and 7-12 follow.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Course Requirements Instruction is required in the following subjects (Education Law - 3204) Arithmetic, Reading, Spelling, Writing, The English Language, Geography, United States History, Civics, The History of New York State, Science, Hygiene, Music, Visual Arts, Physical Education Bilingual Education where pupil need is established. Time School year - For a school district to receive State Aid, the district's schools must be in session for 180 days. Within the required 180 days, a district may use a number of days for State tests and 3 days for Superintendent Conference days. The net result is that school districts usually have less than 180 days to provide instruction for students. Education Law 3204(4)(a) requires that schools shall be in session 190 days inclusive of legal holidays that occur during the term of the school and exclusive of Saturdays. School day - 5 hours per day for instruction. Physical education - 120 minutes per week	Course Requirements Foreign Language - All students will develop a proficiency in a language other than English, preferably in the elementary years, but no later than the time they complete grade nine. The Education Department will define proficiency standards in reading, writing, listening and speaking with an emphasis on the latter two. Students will be tested against these prescribed standards. Schools and school districts will have the option to begin instruction in elementary grades. To prepare students to meet the required proficiency by the end of grade 9, schools may employ any of several approaches including, but not limited to: immersion programs; bilingual programs; regular foreign language instruction in various combinations of grade levels. Time School year - The school year will be extended 20 days to provide at least 10 days for staff in-service education, curriculum development, course planning and program evaluation, and 10 days for State examinations. This will result in approximately 180 days for instruction. School districts will be provided options for the scheduling of staff in-service days. (LBG) School day - There should be increased efficiency in the use of the current time for instructional purposes within the school day. Appropriate controls on extraneous, non-instructional activity and monitoring for complete fulfillment of State requirements, together with in-service training of personnel can increase instructional time within the current school day. This action plan provides for in-service education for this purpose. Extra-class work - There will be an increased expectation for study and preparation out of class either at school or home. With the increased course requirements, more rigorous curriculum, and additional required tests in science and social studies, it will be necessary for students to spend additional time on homework.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Remedial Work Required of all students who score below the Statewide reference point on State tests in mathematics, reading, and writing.	Remedial Work Students who score below the statewide reference point on specified State tests will be required to have remedial work. Regular classroom teachers will now have responsibility for insuring that the students' remedial work is coordinated with their regular classroom work. If additional instructional personnel are needed, regular classroom teachers will work with remedial specialists, aides or others to insure coordinated instruction between a student's regular coursework and remedial work, English as a Second Language (ESL), or native language instruction as appropriate.
Content/Objectives State syllabi recommended in all subject matter areas. In addition, instruction must be provided in: - patriotism and citizenship; history, significance, meaning, and effect of the Constitution of the United States and amendments thereto; Declaration of Independence; Constitution of New York State and amendments. (E.L. 801) - the flag, pledge of allegiance, certain holidays (E.L. 802)** - physical education and kindred subjects (E.L. 804) - alcohol, drug, and tobacco abuse (E.L. 804) - highway safety and traffic regulation; bicycle safety; school safety patrol (E.L. 806) - fire drills (E.L. 806) - arson and fire prevention (E.L. 808) - humane treatment of animals and birds (E.L. 809)** - Conservation Day (E.L. 810) Individualized Education Program - Each board of education must assure the preparation of an individualized education program (IEP) for each handicapped student. An IEP must be prepared at the time the child enters a special education program, and must be reviewed and revised periodically but not less often than annually.	Content/Objectives Raise expectations for student performance and preparation for secondary school standards by requiring State syllabi to be covered as the minimum for all courses and establishing new program evaluation requirements for science and social studies. Alternatives to state syllabi must be approved by SED. English/Language Arts - A revision of the English/Language Arts curriculum is underway. Highest priority in early elementary grades will be given to developing proficiency in English language reading, writing, speaking and listening. Curriculum guides for writing and listening and speaking are being prepared for field test. Initial development of guides for reading and literature have begun. Social Studies - The existing curriculum has been in place for approximately one school year. It develops student understanding of the political, geographic, economic and multicultural aspects of the social sciences and history. This curriculum will be reexamined in the light of the Regents initiatives in education for civic values and education for a global perspective and will be revised or supplemented accordingly. Mathematics - The newly implemented K-6 mathematics curriculum focuses on reasoning skills, logical process and includes application of mathematical reasoning to other disciplines and computer technology. There is increased attention to probability and statistics in the curriculum.

**Not applicable to nonpublic schools

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
	Science - A hands-on approach to learning will be emphasized with opportunity for experimentation and individual problem solving. The K-6 science curriculum being developed emphasizes logical thinking and reasoning skills. Foreign Language - Model curricula for instruction in languages other than English will be provided for schools to assist them in preparing students for the language proficiency by the completion of grade nine. English as a Second Language - A curriculum for elementary schools will be developed by 1985. Interdisciplinary Projects--Each student in grades 3-6 will complete at least one interdisciplinary project each year. The project may be individual or group; it should demonstrate the student's capacity to use skills and knowledge from subjects at the student's current or previous grade levels. Such assignments would provide each child with the chance to build pride and competence by completion of a recognized effort. These can enhance self-esteem and demonstrate that students can apply knowledge and skill learned in several subjects through a long-term project such as an exhibit, display, demonstration, performance or major paper. The use of computers will be encouraged. Computers - Students will acquire skills in the use of computers as the technology is applied to various courses. Elementary education curriculum will be updated to incorporate computer literacy and computer technology into the appropriate subject matter areas. For example, word processing can be included with instruction on writing, problem solving will be included with instruction in mathematics or logic and information search skills for use in most subjects. Physical Education/Health - Review of the physical education and health curricula is planned. Revisions will focus on unifying the curriculum in physical education and health to minimize repetition and focus on knowledge and skills to strengthen physical, mental and emotional health. Regular classroom teachers will also continue to have responsibility to include health topics in other courses.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
	Art/Music - The goal of the art and music curriculum for K-6 is to develop the creative spirit and aesthetic sensitivity of every child. Curriculum activities will provide opportunities for each individual to create works; see aesthetic qualities in nature and in works of music and art; describe, analyze and interpret visual images; and understand the historical and cultural context in which art and music are created. All Subjects - In all subject matter areas, curriculum revisions will include materials and activities related to generic subgoals such as problem solving, speaking, and capacity to search for information. Use of Curriculum in Special Education - The curricula content being used in special education programs will be reviewed to ensure equivalency with the revised curricula content in all subject matter areas when appropriate.
Examinations Pupil Evaluation Program (PEP) Mathematics and Reading tests, third and sixth grades; Writing test, fifth grade. The State recognizes the special needs of Limited English Proficiency (LEP) students and handicapped students. The Department authorizes alternative testing procedures to determine competencies of LEP and handicapped students based upon their special needs.	Examinations Mathematics - The grades 3 and 6 PEP tests in mathematics will include questions about the computer and its use as reflected in the new curriculum. Science and Social Studies - School districts and schools will conduct program evaluation in the 6th grade according to SED format and using SED tests. The program evaluations will be designed to measure effectiveness of school programs over the elementary grade levels and measure student progress in those skills where evaluation of student performance requires techniques other than written examinations. Emphasis will be placed on evaluating laboratory work, oral expression, critical thinking and problem solving skills. The State test in social studies will be offered first in May, 1986. The State science test will be offered first in May, 1987. School districts and schools will be encouraged to use the RAP (Resource Allocation Plan) School-building planning procedures and CIMS (the Comprehensive Instructional Management System) for continuous student evaluation and support for instruction.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

K-6
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Educational Personnel Public school teachers must be certified (E.L. 3001) For a certificate valid for teaching in the early childhood and upper elementary grades (N-6) the candidate shall have completed a four-year program of collegiate preparation, including: the baccalaureate degree at a regionally accredited higher institution or a higher institution registered by the New York State Education Department; 24 semester hours of study including a minimum of 6 semester hours in methods of teaching reading; and a college-supervised student-teaching experience. Programs registered by New York State Education Department provide evidence that graduates have met the competencies for the teaching of reading promulgated by the Department. There is no State examination required for teacher certification.	Educational Personnel All those school personnel who seek a provisional certificate in New York State on or after September 2, 1984 will demonstrate proficiency in English, social studies, mathematics, science, arts and pedagogical practice as part of an entry-level examination. Implementation of Regents proposal to require school districts to conduct annual professional performance reviews. Legislative approval will be requested for Regents proposals for one-year internships to be required for State certification, in-service education, internships and grants to prepare for mathematics and science teaching, and the designation of teaching as a licensed profession. (LBG) Proficiency in one language other than English as demonstrated by performance on an examination administered by the teacher-training institution will be required for certification as a common branch teacher, starting with the teacher education graduating class of 1994. All teachers should be able to work effectively with handicapped students who are appropriately placed in their class according to their approved IEP. The State Education Department will provide resources for in-service education and will work with teacher training institutions to incorporate appropriate pre-service education into teacher training programs. In-service education to meet local needs identified through the Annual Comprehensive Assessment Report for teachers and administrators will be provided. A legislative proposal will be developed to provide the State Education Department with the fiscal resources to support the necessary in-service education and technical assistance to public and nonpublic schools throughout the State. (LBG)

K-6
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Procedures Pupil Guidance Plan (Commissioners Regulations (CR) 100.1), School District Physical Education Plan (CR 135.4), Health Services (Public Law 2164; Regulations of the Commissioner of Health Part 66; E.L. 901-910, 912, 914; CR 136) Chapter 848 (CR 115), PSEN, Title I Plan (CR 149.4) and Bilingual Plan (CR 154).	Procedures Each school district will prepare and present an annual Comprehensive Assessment Report (CAR) on all subjects. The State will require that the data be presented in a format emphasizing course objectives, test performance trends, and student progress. School districts will be responsible for taking corrective action if trends are not satisfactory. If results are unacceptable in terms of State criteria over a three-year period, SED staff will be assigned to assist in developing corrective measures for the subjects. The results of each annual Comprehensive Assessment will be presented to the public by the Board of Education of each district. The first report will be required in the fall of 1985. Nonpublic schools will be required to submit results of State tests to the Education Department in the same format as required for the CAR, but they will not be required to comply with the other provisions of the CAR system. The Education Department will review the present required reports and plans submitted by school districts and schools for the purpose of reducing the volume of reports and plans.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12

CURRENT

Course Requirements

Grades 7, 8, 9 (Commissioner's Regulation (CR)100.1)

English
Social Studies
Science
Mathematics
Health Education
Visual Arts
Music
Physical Education
Practical Arts
(Industrial Arts
Home Economics
Non-Vocational Agriculture
Non-Vocational Business)
Bilingual education where pupil need is established
Guidance (career instruction)

PROPOSED ADDITIONS OR REVISIONS

Course Requirements

Grades 7-8

English, Social Studies, Foreign Language - A minimum of 115 minutes per day must be provided for English, social studies, foreign language in a 5½-hour instructional day. There is no specific course or time requirement for foreign language, but students are to be prepared for a proficiency examination by the end of 9th grade in reading, writing, speaking and listening to a language other than English. Implementation date - September, 1985. First graduation class affected - 1990.

Mathematics, Science, and Technology - A minimum of 115 minutes per day must be provided for mathematics, natural science, and technology in a 5½-hour instructional day. Technology will involve the study of technical systems including tools and machines and their relationship to the national and international economy, government, society, and the home. The Department will develop the necessary coursework for schools to implement the proposed requirement in technology. Implementation date - September, 1985. First graduation class affected - 1990.

Introduction to Careers - All students will have ½-year course per year with modules in life skills, occupational and career awareness, and job readiness. Introduction to Careers together with requirements in Technology (see above) will update the existing practical arts courses. This course will be taught in cooperation with a school's guidance program. Implementation date - September, 1985. First graduation class affected - 1991.

Art/Music - All students will be required to receive instruction in these areas.

Grade 8 students demonstrating readiness to begin grade 9-12 sequences in English, social studies, mathematics, science, foreign languages, arts and/or occupational education will have the option of starting them in 8th grade. This will enable students to take additional courses or Advanced Placement courses in 12th Grade. Students are not precluded from initiating sequences in grades 9 or 10. Implementation date - September, 1985. First graduation class affected - 1990.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Grades 9-12--I: Required for All Students (CR 100.1) English - 4 units Social Studies, including 1 year of American History - 3 units Mathematics - 1 unit Science - 1 unit Health - ½ unit Physical Education - ½ unit each year (Unit is to be distributed throughout the school year) Bilingual education where pupil need is established Guidance (career instruction)	Grades 9-12--I. Required for All Students Social Studies - One additional unit with the first half of the fourth unit on "participation in government" and the second half to be determined after completion of the social studies curriculum review now underway. An appropriate Advanced Placement course may be substituted with approval of the Education Department. Implementation date - September, 1984. First graduation class affected - 1988. Mathematics - One additional unit of accomplishment beyond the unit(s) required to pass the Regents Competency Test. Implementation date - September, 1984. First graduation class affected - 1987. Science - One additional unit of accomplishment beyond the unit(s) required to pass the Regents Competency Test. Implementation date - September, 1984. First graduation class affected - 1987. Regents science competency examination to be established in 1985. First graduation class affected - 1988. Art or Music - One unit to be required. Schools and school districts are expected to provide several options to meet this requirement. Implementation date - September, 1984. First graduation class affected - 1988. Foreign Language - No specific course or unit requirement is added, but a proficiency examination in one language other than English must be passed. The examination would usually be taken at the end of 9th grade. Implementation date - June, 1988. First graduation class affected - 1991.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(Continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Grades 9-12 - II: Additional Courses for Graduation In addition to the 9½ units under requirement I above, each student must complete a 3-unit sequence in one of the following: science, mathematics, foreign language, music, visual arts or vocational (occupational) subjects. Also, each student must complete a total of 16 units for a local high school diploma and 18 units for a Regents high school diploma.	Grades 9-12--II: Additional Courses for Graduation New Requirements Regents Diploma Mathematics -- two additional units. Science -- two additional units. Foreign Language -- three additional units. Local Diploma Mathematics -- one additional unit of accomplishment beyond the unit(s) needed to pass the Regents Competency Test. Science -- one additional unit of accomplishment beyond the unit(s) needed to pass the Regents Competency Test. Occupational Education - For students completing an occupational education sequence for either the Regents or local diploma, 3 to 6 units of occupational education will be required. At a maxium this would include: - Two units for occupational awareness, job readiness and occupational preparation for broad career options - Four units for specialized preparation for an occupational cluster - Curriculum and options for programs will be developed by the State Education Department. The number of units required for a sequence in specific occupational clusters is currently under review by the Department.

7-12
(Continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS

Aggregate of Current and New Requirements

Both local high school and Regents diplomas will require a minimum of 18½ units excluding the requirements for physical education (2 units). New requirements would be phased in as shown on the Implementation Schedule for Implementation of Proposed Recommendations.

Regents Diploma	Local Diploma
English - 4 units	English - 4 units
Social Studies - 4 units	Social Studies - 4 units
Mathematics - 3 units	Mathematics - 2 units
Science - 3 units	Science - 2 units
Health Education - ½ unit	Health Education - ½ unit
Art or Music - 1 unit	Art or Music - 1 unit
Foreign Language - 3 units	Electives - 5 units*
	OR
	Occupational Education - 3 to 6 units*

*A candidate for a local diploma will be required to pass a three-unit sequence in one of the following subjects: science, mathematics, foreign language, music or art. A student pursuing a local diploma with an occupational education concentration will be required to pass a 3-to-6 unit sequence in occupational education. The number of units required for a sequence in each occupational cluster is currently under review.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Time School year - For a school district to receive State Aid the district's schools must be in session for 180 days. Within the required 180 days, a district may use 8 days for State examinations and 3 days for Superintendent Conference days. The net result is that a school district will usually have less than 180 days to provide instruction for students. Education Law K3204(4)(a) requires that schools shall be in session 190 days inclusive of legal holidays that occur during the term of the school and exclusive of Saturdays. School day - A minimum of 5½ hours per day for instruction. Physical education - 2½ periods per week in grades 7 and 8; 3 periods per week one semester and 2 periods per week the other semester in grades 9-12	**Time** School year - The school year will be extended by 20 days to provide at least 10 days for staff in-service education, curriculum development, course planning and program evaluation and 10 days for State examinations. This will result in approximately 180 days for instruction. School districts will be provided options for scheduling of staff in-service days. (LEG) School day - There should be increased efficiency in the use of the current time for instructional purposes within the school days. Appropriate controls on extraneous, non-instruction activity and monitoring for complete fulfillment of State requirements, together with in-service training of personnel can increase instructional time within the current school day. This action plan provides for in-service education for this purpose. Extra class work - There will be an increased expectation for study and preparation out of class either at school or home. With the increased course requirements, more rigorous curriculum, and additional required tests, it will be necessary for students to spend additional time on homework.
Remedial Work Required of all students who score below the Statewide reference point on State tests in mathematics, reading, and writing	**Remedial Work** Students who score below the Statewide reference point on specified State tests will be required to have remedial work. Regular classroom teachers will have the responsibility for insuring that the students' remedial work is coordinated with their regular classroom work. If additional instructional personnel are needed, regular classroom teachers will work with remedial specialists, aides or others to insure coordinated instruction between a student's regular coursework and remedial work, English as a Second Language (ESL), or native language instruction as appropriate.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Content/Objectives	Content/Objectives
State syllabi recommended for 7-8; required for 9-12. In addition, instruction must be provided in: - patriotism and citizenship; history, significance, meaning and effect of the Constitution of the United States and amendments thereto; Declaration of Independence; Constitution of New York State and amendments. (E.L. 801) - the flag, pledge of allegiance, certain holidays (E.L. 802)** - physical education and kindred subjects (E.L. 804) - alcohol, drug, and tobacco abuse (E.L. 804) - highway safety and traffic regulation; bicycle safety; school safety patrol (E.L. 806) - fire drills (E.L. 806) - arson and fire prevention (E.L. 808) - humane treatment of animals and birds (E.L. 809)** - Conservation Day (E.L. 810)	State syllabi must be covered in all courses meeting grades 7-12 State requirements. Alternatives to State syllabi must be approved by SED.
Individualized Education Program - Each board of education must assure the preparation of an individualized education program (IEP) for each handicapped student. An IEP must be prepared at the time the child enters a special education program, and must be reviewed and revised periodically but not less often than annually.	
English/Language Arts - The existing English/Language Arts curriculum has been in place for more than ten years.	English/Language Arts - A revision of the English/Language Arts curriculum is underway. Curriculm guides for writing and listening and speaking are being prepared for field test. Initial development of guides for reading and literature have begun.

**Not applicable to nonpublic schools

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Social Studies - The existing curriculum has been in place for more than ten years.	Social Studies - The outline of a proposed 7-12 curriculum revision for social studies has been prepared for general reaction. It includes a chronological approach to New York and American history, a two-year concentration on global studies, and emphasis on economics and participation in government in the final year of the six-year sequence. A stress is placed on civic values. Decisions on the proposed framework will be made in the fall of 1983.
Mathematics - The existing (7-8) mathematics curriculum has been in place for more ten years.	Mathematics - The mathematics curriculum for grades 7-8 is under revision. The revision will include a component on computer use. A new 9-11 curriculum has been developed. A decision regarding statewide adoption of the new curriculum will be made in the fall of 1983.
Science - The middle school (7-9) science curriculum has been partially revised during the past five years. Approximately two-thirds of the modular units that comprise the curriculum have been revised. These modular units focus on topics in life, physical and earth sciences.	Science - During the next three years, revisions of the 7-9 science curriculum will be completed. The modular units to be completed will focus on physical science, technology and society, and energy. The new Regents Competency Tests in Science will be based on the 7-9 science curriculum. A review of the most effective sequence of courses in biology, chemistry, earth science and physics is in progress.
Foreign Language - All existing curricula in modern foreign languages have been in place for more than ten years. The English as a second language curriculum for high school is recommended for limited English proficiency students.	Foreign Language - Revised curricula in French, Spanish, German and Italian are in various stages of planning and development. French is being prepared for field test. Further development will continue after the completion of proficiency standards being developed by the American Council on the Teaching of Foreign Languages and the SED.
	Art/Music - The art or music curricula for 7-8 are entitled "Art for the Young Adolescent" and "Music in the Middle/Junior High School." Both curricula are presently being field-tested. They each stress the understanding of the art and music forms and their relationship to the rest of the curriculum, the acquisition of skills at various levels, and the development of attitudes and values through experiences in art and music.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
	Art/Music - The art or music curricula for 9-12, including the courses to be required for high school graduation will be revised to include: history of the art form; and understanding of diversity of cultural heritage which has contributed to the development of the art form; an understanding of aesthetic judgments and the ability to apply them to works of art; opportunities to produce or perform works in the art form; the ability to use cultural resources such as museums, libraries, theatres, historic sites and performing arts groups to further an understanding and appreciation of the arts. Computers - Students will acquire skills in the use of computers as the technology is applied to various courses. Secondary education curriculum will be updated to incorporate computer literacy and computer technology into the appropriate subject matter areas. For example, word processing can be included with instruction on writing; problem solving will be included with instruction in mathematics or logic; and, information search skills will be included in several subjects. The new math 7-8 curriculum will include an emphasis on computer literacy. Interdisciplinary Projects - Each student in grades 7-12 shall complete at least one interdisciplinary project each year. The project may be individual or group; it should demonstrate the student's capacity to use skills and knowledge commensurate with the current grade level studies. Such assignments would provide each child with the chance to build pride and competence by completion of a recognized effort. These can enhance self-esteem and demonstrate that students can apply knowledge and skill learned in several subjects through a long-term project such as an exhibit, display, demonstration, performance or major paper. The use of computers will be encouraged. Implementation date - September, 1985. First graduation class affected - 1986. Occupational Education - All occupational education curricula are in the process of being revised to provide a more coordinated program. Instruction provided to students in grades 7 and 8 in Introduction to Careers and Technology, described on page 17 of the Plan, will serve as a foundation for occupational education in grades 9 through 12.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(Continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
	Occupational education students in grades 9 and 10 will be required to take a program of instruction covering the topics of occupational awareness, job readiness, life skills and occupational preparation. In Grade 11, occupational education programs will consist of required and selected modules in broad preparation for occupations (e.g. trade occupations, service occupations and information occupations). In grade 12, occupational education programs will consist of required and selected modules of specialized preparation for occupational clusters (e.g. office occupations and agricultural science and production). Implementation date - September 1986. First graduation class affected - 1990. Physical Education/Health - Revision of the physical education and health curriculum are in the planning stages. Revisions will focus on unifying the curriculum in physical education and health to minimize repetition and focus on knowledge and skills to strength physical, mental and emotional health. All Subjects - In the secondary subject matter areas, curriculum revisions will include materials and activities related to generic subgoals such as problem solving, speaking, and capacity to search for information. Use of Curriculum in Special Education - The curricula content being used in special education programs will be reviewed to ensure equivalency with the revised curricula content in all subject matter areas when appropriate.
Examinations Regents Competency Testing Program: All students must meet the Regents Competency Testing standards in reading, writing, and mathematics (either by passing Regents Competency Tests, Regents Examinations or other tests approved by the Commissioner) before being eligible to graduate. The State recognizes the special needs of Limited English Proficiency (LEP) students and handicapped students. The Department authorizes alternative testing procedures to determine required competencies of LEP and handicapped students based upon their special needs.	Examinations A new proficiency examination will be established at the end of grade 9 in reading, writing, speaking and listening to one language other than English. Passing this examination will be a requirement for the high school diploma. Students passing a Regents foreign language examination are not required to pass the proficiency examination. Students identified as having handicapping conditions may be exempted from the foreign language proficiency requirement, if the students' Individual Educational Program (IEP), as established by the Committee on the Handicapped (COH), states it is not appropriate. Implementation date - June, 1988. First graduation class affected - 1991.

INSTRUCTIONAL REQUIREMENTS FOR ELEMENTARY AND SECONDARY SCHOOLS IN NEW YORK STATE

7-12
(Continued)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
	Regents Competency Test in Reading to be revised to raise the level of accomplishment required in relation to increase in secondary school text-book level of difficulty since initial establishment of test standard. Implementation date - May, 1986. First graduation class affected - 1986. Regents Competency Test in Science usually to be taken at the end of grade 9 will be developed. Implementation date - May, 1985. First graduation class affected - 1988. Three State Social Studies examinations will be required. A State examination will be offered at the end of grade 8 to include the coursework in grades 7 and 8, American and New York State History and Government. This examination will be used to assess 7-8 program. Implementation date - June, 1986. First graduation class affected - 1990. A state examination will be required at the end of grade 10 to include the coursework in grades 9 and 10, global studies. Implementation date - June, 1987. First graduation class affected - 1989. A State examination will be required at the end of grade 11 to include the coursework in grade 11, American History. Implementation date - June 1986. First graduation class affected - 1987. Each occupational education program shall have a State examination which measures specific occupational competencies as well as the application of occupational awareness, job readiness skills and life skills to the specific occupational area tested.
Regents Examinations: To be eligible for a Regents diploma, a student must pass Regents Examinations in certain specified subjects. All students must pass the Regents Examinations in English, social studies and in the subject of their major 3 unit sequence where Regents examinations are offered.	Regents Examinations: Regents diploma candidates must pass Regents examinations for three courses in mathematics, three courses in science, and the foreign language sequence. Implementation date - September, 1984. First graduation class affected - 1988.

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Educational Personnel Public school teachers must be certified (E.L. 3001). Requirements for certificates in the several specialities for teaching in grades 7-12 vary considerably. For detail, see Part 80 of the Commissioner's Regulations. There is no State examination required for teacher certification.	Educational Personnel A Statewide examination for teacher certification will be implemented; satisfactory performance on tests of knowledge of English, social studies, mathematics, science, the arts and of pedagogical practice, and specialty examinations in subject area will be required for teacher certification. Implementation of Regents proposal to require school districts to conduct annual professional performance reviews. Legislative approval will be requested for Regents proposals for one-year internships to be required for State certification, in-service education, internships and grants to prepare for mathematics and science teaching, and the designation of teaching as a licensed profession. (LBG) All teachers should be able to effectively work with handicapped students who are appropriately placed in their class according to their approved IEP. The State Education Department will provide resources for in-service education and will work with teacher-training institutions to incorporate pre-service education into teacher-training programs. In-service education to meet local needs identified through the annual Comprehensive Assessment Report for teachers and administrators will be provided. A legislative proposal will be developed to provide the State Education Department with the fiscal resources to support the necessary in-service education and technical assistance to public and nonpublic schools throughout the State. (LBG)

CURRENT	PROPOSED ADDITIONS OR REVISIONS
Procedures Pupil Guidance Plan (CR 110.1), School District Physical Education Plan (CR 135.4), Health Services (Public Law 2164; Regulations of the Commissioner of Health Part 66; EL 901-910, 912, 914; CR 136) Chapter 848 (CR 115), PSEN, Title I Plan (CR 149.4) and Bilingual Plan (CR 154) and secondary school registration.	**Procedures** Each school district will prepare and present an annual Comprehensive Assessment Report (CAR) on all subjects. The State will require that the data be presented in a format emphasizing course objectives, test performance trends, and student progress. School districts will be responsible for taking corrective action if trends are not satisfactory. If results are unacceptable in terms of State criteria over a three-year period, SED staff will be assigned to assist in developing corrective measures for the subjects. The results of each annual Comprehensive Assessment will be presented by the Board of Education of each district to the public. The first report will be required in fall of 1985. Nonpublic schools will be required to submit results of State tests to the Education Department in the same format as required for the CAR but they will not be required to comply with the other provisions of the CAR system. The Education Department will review the present required reports and plans submitted by school districts or schools for the purpose of reducing the volume of reports and plans.

Generic Changes

In the course of the review of goals and subgoals during this past year and in discussion of various actions that might be taken to attain specific goals or subgoals, we have identified several generic points which will provide leverage for change in elementary and secondary education.

1. Increase focus on early childhood education through enactment of the Regents proposal for State funding of prekindergarten programs for children at age 4 years.

2. Concentrate the early school years on developing the child's capacity in English -- speaking, listening, reading and writing.

3. Require that the content in State syllabi be used for instruction in elementary schools. Increased expectations for pupil performance at the secondary level will not be realized unless there is a greater emphasis on standards in the elementary school years.

4. Focus planning on more efficient and effective use of existent instructional time.

5. Extend the school year to provide 10 additional days for examinations, thereby, providing 180 days for instruction, and providing 10 additional days for in-service staff education.

6. Incorporate instruction in the use of computers and other technology as applied to particular subjects rather than stand-alone courses, e.g., word processing for learning to write; computers for learning to solve problems.

7. Change in teaching approach and techniques, particularly at the secondary school level. There is little cross contact or "interdisciplinary" activity among the subjects taught. Each subject is generally taught as a self-contained unit. There is insufficient connection with respect to the relationship of standards for certain skills such as reading or speaking, as they are needed for subjects such as social studies. A goal such as the ability to understand, respect and accept people of diverse backgrounds should be a part of all curriculum areas. Subgoals, such as problem solving or creative thinking, should be a part of almost all subjects. Unless there is a more systematic way to integrate these subgoals into the array of subjects taught, the subgoal objectives will not be met. Special interdisciplinary projects are recommended, therefore, for all students.

8. Special Interdisciplinary Projects. Several subgoals are not related distinctly to specific subjects. The development of self-esteem or respect for property, for example, require projects or activities which cut across any student's school experiences. Projects designed to meet the objectives must be orchestrated to realize accomplishment. Schools should make certain assignments to students, perhaps one or two each year, which involve learning beyond a particular subject. Such assignments would provide each student with the chance to build pride and competence by completion of a recognized effort. These can enhance self-esteem and demonstrate that students can apply knowledge and skill learned in several subjects through a long-term project such as an exhibit, display, demonstration, performance or major paper.

9. Extra-Class Work. Learning and academic progress are not limited to in-class study or instruction. A major objective for the schools must be to help students to learn how to learn by themselves. A significant emphasis must be placed, therefore, on expanded reliance on "extra class work" both at school and at home.

10. Assessment Instruments. As the capacity to establish specific objectives for education grows, we have greater opportunity to offer statewide examinations to determine results of learning. In keeping with tradition of more than 100 years of Regents examinations, the expanded use of tests in New York has a particularly strong potential for demonstrating whether or not student results are achieved. Furthermore, the potential for relating evaluation items and instruments, from the local level and the national level (such as SAT, ACT, national assessment of educational progress instruments and various standardized tests) with our State examination program, is good. The potential for having local school district or school examinations built on the basis of test-item banks, which draw on both national and State resources, is increasing. The long-term capacity for school systems to judge themselves on their performance criteria against other districts in the State, and statewide and national levels of performance, has powerful potential. An additional potential gain is available through the use of instructional management systems which provide objectives and mastery test items to guide instruction. Such systems are essential to insuring that objectives across grade levels are linked. The use of testing procedures in trade-off for State requirements of courses or periods of time for study has important potential for many parts of the curriculum.

In addition, the greater use of essays or other test forms is necessary to adequately measure change in achievement of many of the priority subgoals.

11. Annual School District Comprehensive Assessment Report (CAR). Our experience with several Department efforts to work with local school districts and nonpublic schools confirms an importance of having sound local procedures either recommended or required by the State as a condition for improving performance. These procedures may be in the form of plans or assessment and evaluation procedures. Systematic evaluation and reporting on accomplishment of objectives is essential to keep any organization operating effectively. New York currently has no general requirements for such systematic and comprehensive local district evaluation and reporting. A heavy emphasis is placed on establishing such a procedure in this action plan. The procedure requires school board review of each annual report. It provides for public disclosure and a means of information to flow to the State for purposes of identifying and assisting those school districts and schools most in need of help. The procedure builds on the improved performance attained by the schools and school districts in our Resource Allocation Plan (RAP). Nonpublic schools would be required to report results of State tests to the Education Department in the format of the CAR, but not meet the other requirements of the CAR system.

12. Staff Development. For many years we have advocated an increase in State funding for staff development. It is clear from our experience and the review of recommendations for change in elementary and secondary education in the several national reports now being released that the single most important factor for improvement in pupil performance is staff development. No matter what recommendations for change may be made in courses, content, length of time for schooling, change in structure of course arrangement, examinations or pro-

cedures, an opportunity for practitioners to learn new techniques to change their practice is essential. This action plan calls both for State funding of in-service education or staff development and for the increase in the length of the school year to provide time for all educational personnel to learn new skills and techniques. The application of appropriate technologies to their practice; curriculum development; and planning for comprehensive change is essential.

Changes Related to Instructional Requirements. The changes in instructional requirements described in the Summary charts must be seen in the complete context of the changes we propose. The increases in units of specific subjects required for graduation, new required examinations, an increase in instructional time, and new interdisciplinary projects require changes in curriculum and test development, in-service training, resource sharing, and technical assistance. New requirements in time or number of units will not be effective unless State syllabi make them so. Students will not pass new examinations unless their teachers can prepare them for the examinations.

Achievement of many Goals and subgoals which are directly related to certain subjects can be enhanced by changing the contents or methods of teaching in other subjects. For instance, science instruction should demonstrate to students that mathematics is an essential tool for scientific investigation and for expressing of scientific hypotheses and findings. Instruction in the social sciences should include use of mathematical concepts, such as probability, to design and implement social science research. Reading is taught partly through written material about historical events and scientific discovery. "Writing," "speaking," and "listening" are taught in subjects such as social studies, science, foreign language, art or music. In high school, all teachers should take responsibility for teaching general skills, such as writing, speaking, listening, and library and computer skills. Extracurricular activities provide opportunities for students to practice, improve and expand skills they have learned (e.g., speaking and listening, logic, plotting statistical probability) in classrooms.

The changes in instructional requirements proposed in the summary charts require new connections among Goals, between Goals and subjects, among syllabi and examinations, between curriculum and school organization, between curricular and extracurricular activities, and among personnel in schools and those outside. The Action Plan offers a comprehensive context in which to strengthen these connections.

Major Parts of Action Plan in Addition to Instructional Requirements

This Plan concentrates on State instructional requirements. These changes in requirements must be accompanied by other actions which are essential to cause motivation for and commitment to improved learning in the schools. Many of the Regents goals focus on the emotional, social, and affective growth of students. Accomplishment of these goals is dependent upon the tone or environment of the school and classroom; the relationship of adult to student and student to student in the school; the capacity of the schools to provide ever-increasing opportunities for development of self-discipline and responsibility; and, rewards for both individual and group or cooperative accomplishment; in short, the quality of the students total experience in the school.

Our plan includes expectations for the complete student experience and for the several key factors that follow: educational personnel; organization of the instructional program within a school, among schools or school districts, and with relation to changing patterns of early childhood eduction; school finance; relationships of elementary and secondary schools to higher education and cultural institutions; and significant relationships that must exist between schools and families, community organizations and agencies, businesses and industries.

Although these factors are not set forth in detail in these materials, they are being considered and will be linked with proposed changes in the instructional program in the final plan. Some notes about development of these factors follow:

Educational Personnel. For several years the Regents and Department have been advocating significant changes in the recruitment, examination, training, placement and retention of educational personnel. These recommendations have been made in the form of legislative proposals, particularly with respect to in-service education, internships, performance rating procedures, recruitment and training of teachers in mathematics and science, and the recognition of education as a licensed profession.

Efforts to strengthen teaching must be continued in representations to the Governor and legislative leaders. In particular, emphasis must be placed on recruitment for future staff and in-service training of educational personnel.

Organization Issues

1. Within school programs. Our recommendations provide for continuing current required instructional time per day or week as in regulations. A significant change in time commitment to learning that should be made is an increased expectation for "extra class work" either at school or home.

Our recommendations include an increase in the length of the school year. Such an increase is necessary to permit more in-class time by using part of the extention for statewide examinations. Second, the extension of the school year is needed to provide for regular in-service training of all educational personnel at least two weeks per year. During this period, staff time would be committed solely to the purpose of in-service training, curriculum development, planning for the instructional program, and assessment of the instructional program results.

2. Among schools, school districts, BOCES and colleges. The increase in requirements for instruction in this plan coupled with current financial constraints and the reduction of student enrollment in the secondary schools require greater cooperative use of resources among schools, school districts, BOCES and colleges to present needed programs for students. In addition to stronger cooperative offerings there must be an acceleration of school district reorganization.

3. Organization of Study Related to Experimental Early Childhood Programs and Student Ability. Providing for early childhood education is a high priority for the Regents. The Regents have approved a legislative proposal that would provide State assistance for attendance of four-year old children in prekindergarten programs. This proposal reflects the commitment of the Board to offer an opportunity for school at public expenditure at an earlier age than now provided. As the Head Start and experimental prekindergarten programs have demonstrated, a great change has occurred in early childhood education with the potential for excellent activities and providing more rigorous action skill introduced at earlier times. Our experts in reading, for example, indicate that approximately forty percent of what was part of the first grade reading program in the mid-1960's is now a part of the kindergarten program. Much of what was formerly done in kindergarten is now part of prekindergarten. This shift in the type of study and level of activity to earlier years should have an impact on the content of programs at later years. The shift will not affect all children but certainly makes a difference with respect to the pace at which the

curriculum can be mastered by many children. No specific change in the formal years of compulsory schooling is proposed in this plan, but it is important that any change in the required instructional program preserve a flexibility for acceleration of children who are capable of such pace.

Flexibility is also necessary in instructional programming at the secondary school level. Increasing numbers of students in our State now have accelerated programs and complete almost all requirements for the high school diploma before the twelfth year. The recommendations that follow would require that each school district provide the opportunity for students in the junior high school years who can demonstrate capacity to accelerate their program to have access to advanced placement or college-level studies at the time that they reach the twelfth grade. This provision of access enables student choice, either to remain in the secondary school and continue to be pressed with appropriately challenging courses or to move to college at the end of eleventh grade. No requirement is suggested for any lock-step of progress by age. The recommendations build individual flexibility into the system.

4. Summer Programs of Intensive Study. To provide in-depth study in particular subjects and to make better use of facilities and faculty during summer months, intensive study projects at school or college campus should be considered. In these projects young adolescents who are willing to devote two summers to intensive study would work with experienced teachers and experts. Projects would provide six weeks of summer study following eighth grade, and six weeks of summer study following ninth grade in areas such as language, music, art, mathematics, computer science, or science. Projects would offer access to a concentration of study and experience not usually available in the regular school year.

Finance. Changes in the instructional program outlined in the plan will involve significant changes or adjustments in the financing of education. The Regents and Department have regularly advanced to the Legislature significant changes in State aid to the public schools and for changes in programs affecting both public and nonpublic schools. Financial recommendations will be made to the Legislature and Governor based on final determination of new instructional requirements. These recommendations will be put in the context of the Regents legislative proposals for State aid to the public schools, and for special programs in both public and nonpublic schools, and in postsecondary student assistance. Proposals will be advanced this fall for discussion and action by the Regents in later 1983 or early 1984 and action by the Governor and State Legislature at the 1984 legislative session. The impact of these financial proposals would begin with the school year 1984-85.

Connection with the Statewide Plan for Postsecondary Education. In the proposed actions that follow, there are significant recommendations with respect to preparation for teaching personnel. In our "Bulletin for the Regents Statewide Plan for the Development of Postsecondary Education, 1984," we have included provisions for the planning of higher education institutions with respect to assisting elementary and secondary education. The final action plan in 1984 would provide parallel actions at both levels.

Relationships With Parents, Community Organizations and Agencies, Cultural Institutions, and the Workplace. Relationships of schools with parents, community organizations and agencies, cultural institutions and work places are essential both to provide reinforcement and support of the school program and to broaden the resources available for each child's education. The library, museum, television channel and arts center are examples of important supplementary resources. School/community partnerships provide mutually beneficial help for education of different generations and broaden public awareness of purposes and programs of the schools. Specific relationships with parents, community

organizations and agencies, cultural institutions and places of work have been under review in various projects of the Regents and Department. Three projects in particular have been the Regents' Continuing Education Subcommittee's work on Building School/Community Partnerships; the Regents' work with the Business Council on the relationships between business, industry and education; and, projects for networking of libraries, museums and other cultural institutions with schools. Implementation of this Action Plan will require new steps such as proposed in the papers the Regents are considering on the above topics and also in the paper that the Regents issued on Youth Employment. The recommendations of these papers are not repeated here but noted as components of the final action plan.

We anticipate that an expanded section on relationships of schools with parents and families will be included in the final action plan, especially with respect to the subgoals of developing self-esteem attitudes, self-discipline and responsibility which are most influenced by the family.

Conclusion - Invitation to Comment

These proposals for changing instructional requirements for elementary and secondary education in New York will have a major impact on millions of children and a vast educational system. The proposals are comprehensive and interrelated. They deserve careful review, comment, and refining before they are made final. To provide an opportunity for this review the Regents and Education Department have scheduled a series of 10 regional conferences to be held throughout New York State in the Fall, 1983. The agenda for the conferences is shown in Attachment 4. You are invited to participate and to help construct the strongest possible Action Plan to Improve Elementary and Secondary Education in New York.

SCHEDULE FOR IMPLEMENTATION OF PROPOSED RECOMMENDATIONS

These charts summarize the key dates for implementation of several new instructional requirements. The first chart indicates dates for requirements in grades K-6. Where the date is September (9) the requirement is for implementation within the school year beginning that September. Where the date is a different month, implementation is in that month.

The next chart provides dates for grades 7-12. These charts are organized in order of the first graduating class having each requirement. In addition, the implementation date is identified. Where the date is September (9) the requirement is for implementation within the school year beginning that September. Where the date is a different month, implementation is in that month.

The final chart summarizes the key implementation dates for the recommendations affecting school operations and teachers (K-12).

Recommendations for Grades K-6	Implementation Date
• Schools will be required to follow State-developed syllabi.	9/85
• Students in grades 3-6 will complete at least one interdisciplinary project each year.	9/85
• Students will acquire the skills necessary to use computers for problem solving.	9/85
• The New York State elementary school mathematics curriculum will be modified to include instruction by and about computers.	9/85
• All schools will annually assess the achievement of pupils by reviewing the results of state tests.	9/85
• All sixth grade pupils will be required to take a State-developed social studies test for the purpose of evaluating the social studies program.	5/86
• All sixth grade pupils will be required to take a State-developed science test for the purpose of evaluating the science program.	5/87
• The grades 3 and 6 New York State elementary school mathematics tests will include questions about the computer and its use.	5/88

FIRST GRADUATING CLASS HAVING REQUIREMENT

Recommendations for Grades 7-12	Implementation Date	Class
Students will acquire the skills necessary to use computers for problem solving.	9/85	1986
Students in grades 7-12 will complete at least one interdisciplinary project each year.	9/85	1986
The Regents Competency Test in Reading will be revised to raise the level of accomplishment to relate to the increase in secondary school textbook levels of difficulty.	5/86	1986
New Regents Diploma requirements will be instituted in two phases.		
Phase I: Students who receive a Regents Diploma will be required to complete: (a) one additional unit of mathematics beyond the unit(s) required to pass the Regents Competency Test in Mathematics, and (b) two units of science.	9/84	1987
New local diploma requirements will be instituted in two phases.		
Phase I: Students who receive a local diploma will be required to complete: (a) one unit of mathematics in addition to the course required to complete the Regents Competency Test in Mathematics, and (b) two units of science.	9/84	1987
The New York State secondary school mathematics curriculum will be modified to include instruction by and about computers.	9/86	1987
In addition to the current Regents Competency Tests, students will also have to pass tests in the following in order to be eligible to receive a diploma.		
Social Studies test at end of grade 11 (testing American History)	6/86	1987

Recommendations for Grades 7-12 (Cont.)	Implementation Date	Class
New Regents Diploma requirements will be instituted in two phases.		
Phase II: Students who receive a Regents Diploma will be required to complete three units in foreign language, none are required now; three units in mathematics, one is required now; three units in science, one is required now; four units in social studies, three are required now; and one unit in art or music, none are required now. They must pass Regents examinations or equivalent examinations approved by the Commissioner in the above courses with the exception of art and music.	9/84	1988
New local diploma requirements will be instituted in two phases.		
Phase II: Students who receive a local diploma will be required to complete two units in mathematics, one is required now; two units in science, one is required now; four units of social studies, three are required now; and one unit in art or music, none are required now.	9/84	1988
Students will be required to complete a minimum of 18½ units and pass required examinations to receive a Regents or a local diploma (18 units are now required for a Regents diploma and 16 units are required for a local diploma).	9/84	1988
In addition to the current Regents Competency Tests, students will also have to pass tests in the following in order to be eligible to receive a diploma.		
Science test (first offered at end of grade 9)	5/85	1988
In addition to the current Regents Competency Tests, students will also have to pass tests in the following in order to be eligible to receive a diploma.		
Social Studies test at end of grade 10 (testing State syllabi material for grades 9 and 10)	6/87	1989
The Regents Competency Test in Mathematics and all Regents Examinations in mathematics will be revised to include questions about the computer and its use.	9/86	1990

Recommendations for Grades 7-12 (Cont.)	Implementation Date	Class
Students will take a minimum average of 115 minutes of mathematics, natural sciences, and technology per 5½ hour instructional day in grades 7 and 8.	9/85	1990
Similarly, they will receive a minimum of 115 minutes in English, social studies, and foreign languages (optional) in grades 7 and 8.	9/85	1990
Occupational Education Sequence—New sets of course options will be available.	9/86	1990
Occupational Education Sequence— State syllabi must be covered in all courses meeting grades 9-12 State requirements. Alternatives to State syllabi must be approved by the State Education Department.	9/86	1990
All grade eight students will be required to take a State-developed Social Studies test for the purpose of evaluating the social studies program.	6/86	1990
Grade 8 students demonstrating readiness to begin grade 9-12 sequence in English, social studies, mathematics, science, foreign languages, arts, and/or occupational education must have an opportunity of starting them in eighth grade. This will enable students to take additional courses or Advanced Placement courses in 12th grade. Students are not precluded from initiating sequences in grades 9 and 10.	9/85	1990
Each student will receive one-half year course, per year in Introduction to Careers in grades 7 and 8.	9/85	1991
All students will demonstrate proficiency in a language other than English by the end of grade 9.	6/88	1991

Recommendations Affecting School Operations	Implementation Date
• Schools will follow all State syllabi as a minimum for all courses in grades K-12. Alternatives to State syllabi must be approved by the State Education Department.	9/85
• Each school district will prepare an annual Comprehensive Assessment Report (CAR) on all subjects. The results will be presented by the Board of Education to the public in September or October of each year. The first report, fall of 1985, will include pupil achievement results for the year 1984-85 and for at least two previous years. Nonpublic schools will be required to submit results of State tests to the Education Department in the same format as required for the CAR, but they will not be required to comply with the other provisions of the CAR system.	9/85
Recommendations Affecting Teachers	
• The regular classroom teacher will have primary responsibility for remedial instruction with assistance from appropriate specialists, teaching assistants and aides.	9/84
• All personnel beginning teaching assignments on or after September 2, 1984 will demonstrate proficiency in English, social studies, mathematics, science, and arts and pedogogical practice as part of an entry-level examination.	9/84
• Beginning with freshman classes for common branch teachers in 1990, teacher candidates will pass a test in one foreign language for certification purposes.	9/94

COMPREHENSIVE ASSESSMENT REPORT (CAR)

COMPREHENSIVE ASSESSMENT REPORT (CAR)

School districts and schools will be required to prepare an annual Comprehensive Assessment Report (CAR) for three reasons. The first is that each board of education or board of trustees annually reviews and comments on pupil achievement on the tests included in the State's testing program. Second, the report of the board provides a public record of accountability for education results in the school district or school. Third, this single report meets the Board of Regents intention to reduce the administrative and paperwork burden on local districts by streamlining the process for collecting information from school districts and monitoring the extent of their compliance with State Law and Commissioner's Regulations.

The requirement that boards of education and school trustees review comprehensively the progress pupils at all grade levels are making on the State tests offers tremendous benefit. A Commissioner's Regulation will require each board of education or board of trustees at a public meeting (in September or October) to have the superintendent of schools or principal present trend information on the results for each school on appropriate State tests. This annual review will insure that the programmatic needs of students requiring special assistance are recognized and addressed. In addition, the annual comprehensive report will highlight the progress that each building is making in bringing about improved student performance. Part of this public review would be action by the Board to receive the report; note those aspects of the report on which progress is to be made; and, require the superintendent or principal to take actions for improvement which will be reported upon at the next annual review. If results are unacceptable in terms of State criteria over a three-year period, State Education Department staff will be assigned to assist in developing corrective measures for the subjects.

Public review and debate about pupil achievement has proven to be one of the most effective ways to develop the concern of parents and the public and to bring about action. In the State Education Department Resource Allocation Plan (RAP) school building planning process, one of the most effective ways for drawing attention and involvement of communities and boards of education is to display trend information on pupil progress. The information itself is a powerful motivation to take action.

This proposed assessment report will be limited to reporting on State test results. Should a school district or school choose to include other test results or indicators, it would do so. It is important to note that no new reporting requirement will be created. Districts and schools now are required to submit to the Department the results of the administration of State tests. It will be far more beneficial for the Department to have this information in a comprehensive manner and with the interpretation and comment of the school officials.

Nonpublic schools will be required to submit results of State tests to the Education Department in the same format as required for the annual Comprehensive Assessment Report but they will not be required to comply with the other provisions of this report.

The first Comprehensive Assessment Report will be required in the fall of 1985.

ANNUAL THREE YEAR COMPREHENSIVE ASSESSMENT REPORT FOR
EACH PUBLIC SCHOOL IN NEW YORK STATE WITH GRADES 3 OR 5 OR 6

District Name _____ School Year _____

School Name _____ Date of Board of Education Action on Report _____

Grade(s) _____ Superintendent's Signature/Date _____

Principal's Signature/Date _____ PAGE 1 OF 3

PUPIL EVALUATION PROGRAM (PEP) STATE TESTS	NUMBER OF PUPILS			PERCENT OF PUPILS ABOVE SRP (State Reference Point)
	Enrolled	Taking Exam	Above SRP	
1. GRADE 3, READING (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
2. GRADE 6, READING (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
3. GRADE 3, MATH (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				

PUPIL EVALUATION PROGRAM (PEP) STATE TESTS	NUMBER OF PUPILS			PERCENT OF PUPILS ABOVE SRP (State Reference Point)
	Enrolled	Taking Exam	Above SRP	
4. GRADE 6, MATH (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				
5. GRADE 5, WRITING (PEP)				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				

STATE PROGRAM EVALUATION ASSESSMENT TEST	NUMBER OF PUPILS		MEDIAN SCORE
	Enrolled	Taking Exam	
6. GRADE 6, SCIENCE			
a. June 30, 19 ___			
b. June 30, 19 ___			
c. June 30, 19 ___			
7. GRADE 6, SOCIAL STUDIES			
a. June 30, 19 ___			
b. June 30, 19 ___			
c. June 30, 19 ___			

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ANNUAL THREE YEAR COMPREHENSIVE ASSESSMENT REPORT FOR
EACH PUBLIC SCHOOL IN NEW YORK STATE WITH GRADES 8 OR 9 OR 10 OR 11 OR 12

District Name _____ School Year _____

School Name _____ Date of Board of Education Action on Report _____

Grade(s) _____ Superintendent's Signature/Date _____

Principal's Signature/Date _____ PAGE 1 OF 4

STATE COMPETENCY TESTS (CT)	NUMBER OF PUPILS				PERCENT OF ENROLLMENT MEETING REQUIREMENT
	Enrolled	Exempt	Taking Exam	Passing Exam	
1. GRADE 9 PRELIMINARY CT, READING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
2. GRADE 11 REGENTS CT, READING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
3. GRADE 12 REGENTS CT, READING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

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STATE COMPETENCY TESTS (CT)	NUMBER OF PUPILS				PERCENT OF ENROLLMENT MEETING REQUIREMENT
	Enrolled	Exempt	Taking Exam	Passing Exam	
4. GRADE 9 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
5. GRADE 10 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
6. GRADE 11 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
7. GRADE 12 REGENTS CT, MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

STATE COMPETENCY TESTS (CT)	NUMBER OF PUPILS				PERCENT OF ENROLLMENT MEETING REQUIREMENT
	Enrolled	Exempt	Taking Exam	Passing Exam	
8. GRADE 9 PRELIMINARY CT, WRITING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
9. GRADE 11 REGENTS CT, WRITING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
10. GRADE 12 REGENTS CT, WRITING					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

STATE PROGRAM EVALUATION ASSESSMENT TEST	NUMBER OF PUPILS			MEDIAN SCORE
	Enrolled	Exempt	Taking Test	
11. GRADE 8, SOCIAL STUDIES				
a. June 30, 19 ___				
b. June 30, 19 ___				
c. June 30, 19 ___				

ANNUAL THREE YEAR REGENTS COURSE COMPREHENSIVE ASSESSMENT REPORT
FOR EACH PUBLIC SCHOOL IN NEW YORK STATE WITH GRADES 9 OR 10 OR 11 OR 12

District Name _____ School Year _____

School Name _____ Date of Board of Education Action on Report _____

Grade(s) _____ Superintendent's Signature/Date _____

Principal's Signature/Date _____ PAGE 1 OF 5

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
1. BOOKKEEPING AND ACCOUNTING II					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
2. LAW (BUSINESS)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
3. MATH (BUSINESS)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

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REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
4. SHORTHAND II AND TRANSCRIPTION					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
5. ENGLISH (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
6. FRENCH (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
7. GERMAN (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
8. HEBREW (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
9. ITALIAN (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
10. LATIN (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
11. SPANISH (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
12. NINTH YEAR MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
13. TENTH YEAR MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
14. ELEVENTH YEAR MATH					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
15. SEQUENTIAL MATH, COURSE I					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
16. SEQUENTIAL MATH, COURSE II					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
17. SEQUENTIAL MATH, COURSE III					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
18. BIOLOGY					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

REGENTS EXAMINATIONS	NUMBER OF REGENTS COURSE PUPILS			PERCENT OF ENROLLMENT TAKING EXAM	PERCENT TAKING EXAM WHO PASSED
	Enrolled	Taking Exam	Passing Exam		
19. CHEMISTRY					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
20. EARTH SCIENCE					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
21. PHYSICS					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					
22. SOCIAL STUDIES (COMPREHENSIVE)					
a. June 30, 19 ___					
b. June 30, 19 ___					
c. June 30, 19 ___					

EXISTING AND RECOMMENDED STATE

EXAMINATIONS AND PROGRAM EVALUATION REQUIREMENTS

K-6

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
3	Reading	Pupil Evaluation Program (PEP)	
3	Mathematics	Pupil Evaluation Program (PEP)	To be revised to incorporate items regarding computer knowledge and skills.
5	Writing	Pupil Evaluation Program (PEP)	
6	Reading	Pupil Evaluation Program (PEP)	
6	Mathematics	Pupil Evaluation Program (PEP)	To be revised to incorporate items regarding computer knowledge and skills.
6	Science	Program Evaluation Assessment	
6	Social Studies	Program Evaluation Assessment	

EXISTING AND RECOMMENDED STATE

EXAMINATIONS AND PROGRAM EVALUATION REQUIREMENTS

7-12

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
8	Social Studies	Program Evaluation Assessment	
8-9	Reading	Preliminary Competency Test (PCT)	
8-9	Writing	Preliminary Competency Test (PCT)	
9	Mathematics	Regents Competency Test (RCT)	
9	Science	Regents Competency Test (RCT)	
9	Foreign Language	Proficiency Examination	
11-12	Reading	Regents Competency Test (RCT)	

Regents Diploma: Examination Requirements

Pass specified Regents examinations in the student's major sequence and in English (Grade 11) and Social Studies (Grade 11).

Pass Regents examinations: English (Grade 11); Social Studies (Grade 10 for 9-10 program, and Grade 11); three courses in Mathematics, Science, and the Foreign Language three year examination.

EXISTING AND RECOMMENDED STATE
EXAMINATIONS AND PROGRAM EVALUATION REQUIREMENTS

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
		Local Diploma: Examination Requirements	
		Pass Regents Competency Examinations in Reading, Mathematics, and Writing or other Regents approved alternative examinations (e.g., Regents examinations). Alternative testing techniques are authorized for LEP and handicapped students. Students must also pass local courses in their selected sequence. In some existing occupational education sequences, state-developed examinations must be used.	Pass Regents Competency Examinations in Reading, Mathematics, Writing, and Science; Foreign Language Proficiency Examinations or other Regents approved alternative examinations. All students will be required to pass State Comprehensive Examinations in Social Studies in Grades 10 and 11. (Grade 10 examination will cover Grade 9-10 program). Alternative testing techniques are authorized for LEP and handicapped students. Students will continue to be required to pass local courses in their selected sequence. In the future, students selecting an occupational education sequence will be required to pass State exams. The specific required tests are under study.

EXISTING AND RECOMMENDED STATE

EXAMINATIONS AND PROGRAM EVALUATION REQUIREMENTS

K-12

Grade	Subject	Type of Evaluation	Modifications to Existing Examinations or Requirements
K-12	Trend Results from State Tests	Annual Comprehensive Assessment Report	
K-12	All subjects	Recommended continuous student evaluation systems (Resource Allocation Plan and Comprehensive Instructional Management Systems).	

Attachment 4

1983-84 REGENTS/COMMISSIONER'S REGIONAL CONFERENCES

AGENDA

TOPIC: Review of Proposed Regents' Action Plan for Secondary Education

Basic Schedule:

8:00 a.m. - 8:45 a.m.	Registration and Coffee Information Exchange with the Regents and State Education Department Staff
9:00 a.m. - 10:40 a.m.	Opening Remarks; Small Group Discussion and Individual Comments on Proposals for Grades K-6
10:45 a.m. - 12:30 p.m.	Small Group Discussion and Individual Comments on Proposals for Grades 7-12; Closing Remarks
12:30 p.m. - 1:30 p.m.	Lunch (Optional)
1:30 p.m. - 2:30 p.m.	General Session for Questions and Comments with Host Regent and Commissioner (Optional)